

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. (Maximum 50 lines)

“Repair & Recycle: The Great Clothing Give-Away” begins with a basic *Family & Consumer Sciences* curriculum. Students learn the independent skill of sewing. They use the skills learned in the lab classroom to make repairs and to recycle donated clothing. Through the program clothing donations are accepted from members of the community, school personal and the students themselves. Upon receiving the donations of “gently worn” clothing the items are laundered (by volunteers at home). Students then check each item carefully to be sure it is in good condition. Care labels are read, buttons are secured and seams are checked for signs of wear. Repairs are sorted into “machine” and “hand” types.

The students then offer the “recycled” clothing items to people in need. The “store” is set up every four to six weeks in the school cafeteria. Newspaper and cable service announcements, as well as neighborhood flyers, advertise the event. Clothing items are given away to the “customers” and the cycle repeats throughout the school year. **“Repair & Recycle: The Great Clothing Give-Away”** is a service learning project which develops the basic classroom curriculum into a program that combines consumerism, community awareness and concern and career readiness. The service learning component of this program is an educational process which involves the student in a learning experience. This exchange connects the concept of community service directly to our subject matter. Ultimately our students make a contribution to the betterment and welfare of the community.

Program Objectives:

- Demonstrate skills needed to produce, alter, or repair textile products and apparel.
- Demonstrate a work environment that provides safety and security.
- Demonstrate management of individual and family resources.
- Analyze the interrelationships between the economic system and consumer actions.
- Demonstrate increased awareness of issues that affect members of the community.
- Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals.
- Identify services for individuals and families with a variety of disadvantaging conditions.
- Demonstrate teamwork and leadership skills.
- Analyze career paths within the textile and apparel industry.
- Demonstrate transferable and employability skills in community and workplace setting.
- Demonstrate general operational procedures required for business and career success.
- Apply classroom skills and knowledge to real problems in society.
- Analyze the reciprocal impact of individual and family participation in community activities.

“The Repair & Recycle: Great Clothing Give-Away” program is a community service project which enables the student to help many people in the community. The program integrates service into the regular classroom instruction and learning. Through involvement in this program students gain an increased understanding of the social issues affecting the community and their concern and compassion is put into action which develops a self-realization that they can make a difference in the lives of others. The resulting bonds between the school and the community are strengthened. Through participation the students learn that **“The Repair & Recycle: Great Clothing Give-Away”** helps members of the community to provide for their families.

This service learning project develops and enhances workplace skills. These include, but, are not limited to, work ethic, dependability, promptness and teamwork. Opportunities are provided to explore careers in the apparel and textile industry.

High student achievement is promoted because the students use their skills in a practical way to recognize the value of those skills which were learned in the classroom. Involvement helps the students to develop a sense of unity and working together for a common goal, namely, teamwork.

Replication of this program can be tailored to fit Family & Consumer Sciences classes as well as other disciplines. Social Studies, Language Arts, Mathematics, or Science would also be suited to this type of service program. Beginning programs should study their community and establish needs to determine the type of program that would be effective in their community.

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2. Describe the educational needs of students that the practice addresses and how they are identified. List the Core Curriculum Content and Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standards. (Maximum 50 lines)

Students learn best by “doing”, but, they need opportunities. Thomas Lickona, author of Educating for Character, states, “... if you want kids to have good character, they have to have countless, real-life, moral experiences that teach them, through their human relationships, what it means to care.” Participation in “**Repair and Recycle: The Great Clothing Give-Away**” provides an effective method of moving students away from self-absorption to value-centered lives. Students develop relationships with community members and with each other in which they can demonstrate caring, kindness and compassion. Service learning integrated into the basic curriculum is a valuable tool for applying student learning to meaningful and practical situations; situations that also prepare them to meet the demands of the workplace. The students participating in this program develop a sense of belonging within the community; they learn first hand how volunteerism is beneficial to everyone involved. Parents, teachers and communities are equally concerned that young people develop good character. In the words of the late Princess Diana of Wales: “Someone’s got to go out there and love people and show it.”

Workplace Readiness (WR) 1 - All students will develop career planning and workplace readiness skills. The students demonstrate employability skills and work habits as they “apply” for a position within the “company”. They learn the importance of personal skills required for success in their position; they identify their own abilities, skills and career interests. (WR 1.1-3) Students demonstrate occupational skills developed through this community service learning experience. (WR 1.8)

Workplace Readiness (WR) 2 - All students will use technology, information and other tools. Students must select the appropriate tools and technology for each type of repair. (WR 2.2) Advertising is created both individually and with others (Visual Arts 1.2.3) A scanner and computer graphics program are used to develop graphic advertising. (Visual Arts 1.3.2) Varied media forms are evaluated to determine the most effective one to use for each event. (Language Arts 3.5) Students learn about clothing sizes and body measurements as well as math in the workplace. (Math 4.3.7 & 10)

Workplace Readiness (WR) 3 - All students will use critical thinking, decision-making and problem solving skills. Donations are sorted and laundered, decisions made in regard to the repair and reuse of the item and finally, the students must apply the appropriate solutions. (WR 3.1 & 13) Each “**Repair & Recycle: Great Clothing Give-Away**” requires that the students identify and solve design problems in space. Arrangement of tables and clothing items must be visually pleasing. (Visual Arts 1.6.3) Participation gives the students an opportunity to analyze the causes and effects of economic deprivation in today’s society and to further develop specific service projects which address these concerns locally. (LA 3.4.18) Mathematics in the workplace is further understood as students see the various uses of numbers including counting, measuring, labeling, indicating location and developing a number sense necessary for estimation. (Math 4.6.5 & 12) Preparing the clothing items for distribution often requires the use of pressing tools in which students learn that liquid can be transformed from one state to another by heating. (Science 5.8.2) In preparing the advertising for each event, students meet with the Bilingual teacher to translate the advertising into Spanish - students are able to identify common and distinct features such as parts of speech and vocabulary from World Languages. (World Languages 7.1.7)

Workplace Readiness 4 - All students will demonstrate self-management skills. Both long term and short terms goals are developed. The students must work cooperatively with others to accomplish each task. Upon completion of each phase, the students are asked to evaluate their actions and accomplishments. Proper use of time is a major component of this program (WR 4.1-3 & 9) Students practice interview skills through employment scenarios. (Language Arts 3.1.22) Students identify rights and responsibilities of citizens; they recognize human needs and develop ways to address problems. They understand how family, community and social institutions function to meet individual and group needs. (Social Studies 6.1.2 & 4.7)

Workplace Readiness 5 - All students will apply safety principles. Students participating in “**Repair & Recycle: The Great Clothing Give-Away**” must demonstrate safe use of tools and equipment as well as be able to identify common hazards and methods to correct them. Safety in the sewing laboratory is stressed. (WR 5.4, 6 & 7)

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. (Maximum 60 lines)

Quantitative and qualitative measures of assessment are used. Quantitative measures include, but are not limited to: texts, quizzes, class assignments and practical demonstration of skills. This type of measurement assesses competency and accuracy in the subject matter. Students are assessed in their knowledge of the skills needed to produce, alter and repair textile products; as well as knowledge of safe and proper use of the tools and technologies in the lab.

Qualitative measures are of significant importance in this program. We strive to educate all students in mastery of subject matter knowledge, but, also to demonstrate acquired skills in problem solving, communication, collaboration and higher order thinking skills. Qualitative assessment stresses the importance of examining the process as well as the product of learning. Students must work both individually and cooperatively to determine the best methods in the repair and recycling of the items given away in the **“Repair and Recycle: The Great Clothing Give-Away”**. Qualitative measures are often assessed through reflective essays, student self-evaluation, teacher observation and group problem solving and assessment.

As an integrated vocational-technical and academic educational program, **“Repair & Recycle: The Great Clothing Give-Away”** allows students the opportunity to apply their knowledge and skills to real-world problems and situations. Authentic situations are a means to assist students in applying knowledge and skills to the problems being solved. When the content of learning is meaningful and when students are drawn into the activity, learning is more probable and predictable.

This program, by its very nature, provides real life experiences with the community and necessarily yields to the concept of “character education”. Much of character education requires a change of attitude from disinterest to engagement in the activity. Responsibility for actions is important and it is assessed through observable behavior criteria. Learning activities in the classroom include, but, are not limited to, journal writing, discussion, debate, role-play and reflection.

The rubric is a valuable evaluation tool for both self-assessment and group processing of these classroom activities. Rubrics are given to the students at the beginning of the project allowing them to focus their effort and improve as they demonstrate their knowledge. The rubric shows specifically the assessment range and how the measurement criteria is applied.

Scenarios are also a qualitative assessment tool used. These are real-life situations that, when created, address the content standards. These scenarios include background information, the problem and key questions. The scenario represents all facets of the situation. Regional, geographic, diversity and other circumstances need to be considered in determining scenarios to be used for assessment. It is important to note that several solutions to a scenario may be accurate, but, the range of acceptable outcomes needs to be established. Examples of scenario’s for **“Repair & Recycle: The Great Clothing Give-Away”** are situations where students respond to both appropriate and inappropriate qualities and behaviors in the workplace; scenario’s which offer various service situations and acts of kindness in which to respond and scenario’s in which students discuss the economic welfare of the community in which the service learning activity will be completed. The assessment tool most often used for the scenario is the rubric.

In conclusion, alternative assessments are utilized in this program since it is recognized that we need to know if the students can apply their knowledge; if they can actually draw upon it when faced with real-life tasks.